

Rhode Island Department of Education
Office of Student, Community and Academic Supports

School Support System Report and Support Plan

Bristol Warren Regional School District
October - November 2010

SCHOOL SUPPORT SYSTEM

A Collaborative System of Focused Monitoring

Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school district, general educators as well as special educators and parents. It is designed to learn if the district meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- The Orientation Meeting The Rhode Island Department of Education (RIDE) staff meets with the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- Data Analysis Meeting The RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- Presentation by the LEA and School Site Review The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
 - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - The quality and effectiveness of programs and services provided by the district.
 - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- The Support Plan The RIDE team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- The SSS Report The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the district as well as resources and time lines to improve programs and services.

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**BRISTOL WARREN
SCHOOL SUPPORT SYSTEM REVIEW**

TEAM MEMBERS

Team A – Greg Stewart, Lisa Abbott, Kathy Lambert

Team B – Jane Keane, Gina Gateman, Martha Costa

Team C – Susan Wood, Elaine Burdett, Jo Ann Nannig

| 1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE) | | | | | |
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| Indicator | | Findings | Documentation | Support Plan | Follow-up Findings |
| | | The RIDE, Office of Students, Community & Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process. | Data Analysis State Performance Plan | | |
| Result | 1 | <p>Least Restrictive Environment Data</p> <p>Based on the FY July 1, 2008 – June 30, 2009 State Performance Plan information on Bristol Warren Program Placement Data is as follows:</p> <p>The percentage of students educated 80% to 100% of the time in general education settings is 73.01%. (RI District Average is 70.86%).</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 3.61% (RI District Average is 7.56%).</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 3.61% (RI District Average is 5.14%).</p> | Data Analysis State Performance Plan | | |
| Result | 2 | <p>SPP Disproportionality</p> <p>Bristol Warren is not disproportionate due to inappropriate identifications nor are they disproportionate for race and ethnicity in specific disability categories as a result of inappropriate identification.</p> | Data Analysis State Performance Plan | | |
| Result | 3 | <p>Instructional Strategies and Supports</p> <p>Throughout the district, there was evidence of student centered, teacher facilitated differentiated instruction, with posted rubrics, modeling, cooperative learning, student problem solving, posted student work along with homework assignments, independent self-selected reading and journal writing all aligned to GLE's and GSE's.</p> | Data Analysis Interviews Observation | | |

| | | Response to Intervention (Rtl) | | | |
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| Result | 4 | At the elementary level there are active Rtl teams and structured processes in place. Data is analyzed, recommendations are made and measurable goals are developed and revisited on a two to six week timeline. Additional components including grade level academic and behavioral interventions are all supported by weekly team meetings. | Data Analysis Interviews Observation | | |
| Result | 5 | Kickemuit Middle School is in the process of re-establishing their previous efforts for an Rtl process. Currently grade level teams meet with the school counselors to determine the need for a referral to Rtl. If a student meets the requirements of needing Rtl, that student's case will be reviewed by the core/school base team. | Data Analysis Interviews Observation | | |
| Result | 6 | At the high school Rtl is in the beginning stages. This year there is an Rtl team which has met once thus far. After NECAP testing the Rtl chair anticipates meeting on a more regular basis. Members are participating in a professional development opportunity on Rtl in the near future. Staff can refer to Rtl and a meeting would be convened with the team, relevant staff, parents and the student. Tweaks to the process this year include setting up a structured follow-up meeting time and revisiting/revising the Rtl forms. | Data Analysis Interviews Observation | | |
| Result | 7 | Assistive technology and visual supports are featured throughout the district including classroom computers with different programs based on the needs of the children in the room, adaptive equipment, tables and chairs, projectors and Smart Boards. Staff was knowledgeable about how and where to seek support if further technology assistance is required. | Data Analysis Interviews Observation | | |
| Result | 8 | Throughout the district positive behavioral supports and interventions are widely available with psychologists and social workers providing traditional services as well as leading integrated support groups with involvement of administrations, educators and related service providers as needed. | Data Analysis Interviews Observation | | |

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| Result | 9 | <p>Elementary Level There are 1500 students at the elementary level and approximately 13% have IEPs. The program continuum is as follows:</p> <p>- Inclusive classrooms are the standard at the elementary level. Grouping and regrouping based on daily progress monitoring, small group instruction enable teachers to tailor their instruction to students needs. The co-taught classroom is comprised of a general educator and a special education teacher or teacher assistant, with the goal of providing all day support to students with IEPs in the elementary setting. Typically, the special educator and teacher assistant rotate schedules to provide all day support when possible. Small group instruction allows for special educators to pull some students from the large group to provide individualized instruction, sometimes in the general education classroom and sometimes in a different classroom to minimize distractions.</p> <p>-Specialized programming is provided to students on an as needed basis:</p> <ul style="list-style-type: none"> • Hugh Cole Elementary School has a self-contained room for students with significant autism spectrum disorders (ASD) with individualized instruction. The class services lower elementary aged students. The goal is for students as deemed appropriate by the IEP team to be in an inclusive class for their grade level. • Colt Andrews Elementary School has an intervention room that allows transition from an outside program to Colt, in which student progress and behavior can be monitored so they can be smoothly transitioned into the inclusion classroom and extra-curricular activities. Entrance to the intervention classroom is determined through consult with teachers, principals, behavior specialists and the Director of Pupil Personnel. Student progress is monitored daily between staff members with a weekly review with the family. The intervention room typically allows transition from an outside program to Colt Andrews, in which student progress and behavior can be monitored so they can | Data Analysis Interviews Observation | | |
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| | | <p>be smoothly transitioned into the inclusion classroom and extra-curricular activities.</p> <ul style="list-style-type: none"> Colt Andrews Elementary School serves students with significant autism spectrum disorders (ASD) utilizing individualized instruction. This class services upper elementary aged students. The goal is for students as deemed appropriate by the IEP team to be in an inclusive class for their grade level. <p>-Home-based service is provided to students on an as needed basis. Currently these services are provided for one student at the elementary level.</p> | | | |
| Result | 10 | <p>Middle Level There are 776 students attending Kickemuit Middle School and approximately 9% are students with IEPs.</p> <p>There are three teams at each grade level with one 6th/7th grade looping team. A special educator is assigned to each team with the exception of the team providing ELL student instruction and support.</p> <p>Special educators provide specialized instruction for students across grade levels in the general education setting. In addition, specialized instruction is provided through small group pull-out as needed and a "Help" period is scheduled three times a week. Students with IEPs can attend the "Help" class to support their class work as well as additional academic support. Currently co-teaching is based on individual teacher relationships and is emerging school-wide.</p> <p>Two Life Skills classes are provided for students with multiple learning challenges needing a more intensive individualized opportunity for direct instruction and life skills experiences. Students participate with their typically developing peers in elective classes along with science and some core content classes as appropriate. Five of the seven students are eligible for the alternate assessment. The curriculum is aligned with AAGSE's and is emerging. There are limited opportunities for students to experience vocational activities within the school</p> | Data Analysis Interviews Observation | | |

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| | | setting as well as in the community. However, one of the classes facilitates a café along with incorporating service dogs for students to follow until the dog is ready to be provided to assist a person in need. Both initiatives support the development of alternate assessment activities along with community service learning. | | | |
| Result | 11 | <p>High School Level There are 1100 students at the high school and approximately 9% are students with IEPs. The program continuum is as follows:</p> <p>-Intensive Support Program. Most students are in small group instruction classes for math, reading and English and in some cases, science and social studies as determined by the IEP team. Students are sometimes included in content area classes with support from a teacher assistant. Students are typically included for itinerant teachers. The two intensive support classes are divided by chronological age (9/10 graders and 11/12 graders). Student's 18-21 years of age have individualized transition related programs. Contracted services are procured from Goodwill Industries, Looking Upward, Perspectives, etc.</p> <p>-Alternative Learning Program (ALP). Students assigned to the ALP use this classroom as a home base. Students who are recommended for ALP have significant emotional disturbance. Students can return to the ALP smaller class setting after lessons are taught by the content area teachers. Resource support classes are offered four periods a day for these students. The ALP teacher also teaches two levels of ELA, if students need that environment. Parents of students assigned to the ALP met with the ALP. Five days a week there is an extended day program after school. Students can chose to get class help and complete make up work during this time period after school. Additionally, students can work on credit recovery via the use of PLATO.</p> | Data Analysis Interviews Observation | | |
| Result | 12 | Throughout the district Extended School Year (ESY) is offered per the IEP. | Data Analysis Interviews Observation | | |

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| Result | 13 | <p>School Removals/Disciplinary Policies (secondary level)</p> <p>Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p> <p>At the middle level the “focus room” is a setting provided for students whose incidents of inappropriate behaviors and/or infractions warrant suspension along with a disciplinary/academic setting.</p> <p>At the high school there is an in-school support class (ISS) used for students who receive in-school suspensions. This class is facilitated by a special education teacher and works with students with and without IEPs who may attend the class for the day.</p> <p>Also at the high school there is a credit recovery program (Mount Hope Plus) where students who are at-risk for drop out can work toward credit recovery.</p> | Data Analysis Interviews Observation | | |
| Result | 14 | <p>Local Special Education Advisory Committee (LAC)</p> <p>A local advisory committee with membership, operation, and scheduled meetings, consistent with Regents’ requirements is in place and is supported by the district.</p> <p>The Bristol Warren School District maintains an active Local Special Education Advisory Committee (LAC). The Special Education Administrator attends all meetings. The LAC has active members and an identified chairperson. The current LAC chair will be resigning after 10 years of dedicated service. The district is in the process of identifying a new chair. The LAC has by-laws and minutes of meetings are kept.</p> <p>Accomplishments to date include:</p> <ul style="list-style-type: none"> • Presentations have included topical areas such as (Autism, Transition, ADHD, legal guardianship and meeting practice and protocols) and other topics of interest as identified • Ad Hoc Committees identified as needed for activities • LAC Chair and Director attended RIDE sponsored | Data Analysis Interviews Observation | <p>The local advisory committee will continue to revise and refine its structure and processes through targeted technical assistance.</p> <p>Timeline: Ongoing. Progress check September 2011</p> | |

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| | | <p>regional forum on the Special Education Parent Participation Survey-SEPPS</p> <ul style="list-style-type: none"> Resources, supports and services were shared among parents and staff throughout the year Advertise via newsletters, LAC Brochure, district web site, postal mailings and local advertisements LAC Chair attendance at some school committee meetings <p>Goals for the LAC include:</p> <ul style="list-style-type: none"> Implementation of Annual Action Plan Seek assistance from RIPIN to revitalize the LAC Increase Local Advisory Committee membership and attendance LAC Information will be shared at all IEP Meetings Improve participation rate on the 2010 Special Education Parent Participation Survey-SEPPS | | | |
| Result | 15 | <p>School Efforts to Partner with Parents</p> <p>The district's rate of parent participation in the annual Special Education Statewide Parent Survey* is 16% of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents, as a means of improving services and results for children with disabilities, are at or above the state standard is 21%.</p> | Data Analysis State Performance Plan | | |
| Result | 16 | <p>Drop Out /Graduation Rate</p> <p>The Bristol Warren graduation rate is 84.70% for all students and 63% for students with disabilities. These rates are notably higher than the state average rates of 75.50% for all students and 58.70% for students with disabilities.</p> <p>The Bristol Warren dropout rate is 7.00% for all students and 13% for students with disabilities. These rates are notably lower than the state average rates of 13.90% for all students and 22.80% for students with disabilities.</p> | Data Analysis State Performance Plan | | |

| 2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP) | | | | | |
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| Indicator | | Findings | Documentation | Support Plan | Follow-up Findings |
| Result/ Compliance | 1 | <p>Record Review Records of approximately 20 students were reviewed prior to the on-site review by the team leader. Students' records were accessible and well-organized. The following finding illustrates the themes that emerged from the record review. The record review process identifies a number of areas. Information presented on the IEPs addresses performance, goals, objectives and progress monitoring.</p> <p>At the middle school level, progress monitoring is emerging in measurable and quantifiable terms.</p> <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements) (RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p> | Data Analysis Interviews Observation | Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section. | Professional development was provided in the area of progress monitoring in November of 2010 and will continue ongoing as appropriate. |
| Result | 2 | <p>At the elementary level current grade level teachers fill out placement forms at the end of each year. Placement forms are sent to receiving teachers indicating any special services, IEP, Title, ELL, etc.</p> <p>Kickemuit Middle School facilitates informational passports for students with IEP's incorporating students strengths, needs, accommodations and modifications required for success. Student passports are provided to all educators who provide instruction and/or support to students with IEP's including co-curricula teachers.</p> <p>At Mount Hope High School there is a file for each student with an IEP and accommodation/modification sheets. General education teachers are required to sign-in and review the IEP and accommodation/modification sheets for every student with an IEP that they have in their classes.</p> | Data Analysis Interviews Observation | | |

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| | | There is a PBGR summary that provides information on where the students are in regard to their PBGR status and if they have attained proficiency. | | | |
| Result | 3 | Bristol Warren is at 100% compliance for meeting evaluation timelines for initial referrals. This is commended. RI Regulations 300.301 | State Performance Plan data | | |

| 3. TRANSITION | | | | | |
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| Indicator | | Findings | Documentation | Support Plan | Follow-up Findings |
| Result | 1 | At the preschool level the district resource specialist works with children and their families transitioning through early intervention. | Data Analysis Interviews Observation | | |
| Result | 2 | Secondary Transition per IDEA (middle and high school) At the secondary level (middle and high school) a systemic approach to facilitating vocational assessments along with IEP embedded related information needs further refinement, structure and professional development. | Data Analysis Interviews Observation | | |
| Result | 3 | <u>Middle Level</u> Transition planning at the Kickemuit Middle School is in the emerging stages. Some faculty noted that they use the Harrington O'Shea and the Transition Planning Inventory but could not consistently articulate the relationship to the IEP and/or exploration opportunities related to assessment outcomes. School Counselors facilitate a number of vocational/transition activities that occur later in the school year including but not limited to: -Eight Grade Transition Planning -Career Day -Job Shadowing -Way to Go RI (spring) | Data Analysis Interviews Observation | | |

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| | | Communication between school counselors and special education faculty regarding vocational assessment outcomes and coordination of findings along with opportunities for students to engage in career exploration has not been systemically established. | | | |
| Result Compliance | 4 | <p><u>High School Level</u> At Mount Hope High School the case manager is responsible for facilitating the vocational assessment and transition planning process. Most case managers referenced the Harrington O'Shea or Enderle-Severson as the interest inventories they use when a student turns 14 years old. In two of the five high school records reviewed, education assessments were listed as transition assessments (i.e., NECAP, Woodcock Johnson, Reading Fluency Assessment.—see also Section 3: Evaluation/IEP. (RI Regulations 300.46) Case managers referenced also using Way to Go RI for subsequent follow-up but that was an individual teacher by teacher decision. Staff reported typically referring students to ORS for in-depth evaluation in their junior year.</p> <p>Case managers are also the lead for Summary of Performance completion.</p> | | <p>Professional development will be provided to special educators regarding transition tools/ assessments and their role/connectivity in the IEP process.</p> <p>Timeline: Immediately and ongoing. Progress check Sept. 2011</p> | <p>11/2010</p> <p>Professional development was provided to special educators regarding goal writing, transition assessment tools, and the use of assessments in writing measurable objectives</p> |